**Part A: TWCS/Climate Survey Analysis**

*The analysis of the climate or TWCS will include data related to the five areas that the North Carolina State Board of Education have identified to measure. These areas include empowerment, leadership, facilities, resources, and time. The candidate will utilize the data to develop the needs assessment.*

**TWCS Survey Analysis**

Winding Springs Elementary School, a Pre-K through fifth grade Global Leadership and Economics magnet school in the Charlotte Mecklenburg School district, has traditionally generated positive feedback from families and staff in multiple measures intended to gauge the climate of the school, including parent, student, and staff surveys at both district and state levels. One specific measure intended to provide school level feedback in comparison to other schools in the district and throughout the state is the 2010 North Carolina Teachers Working Conditions Survey. The information contained in the survey provides detailed data constructs schools can utilize to support school improvement efforts. In an effort to assess the school climate, a detailed analysis of WSE’s TWCS data was conducted. Specific data from each of WSE’s TWCS areas is summarized below.

***Teacher Leadership***

WSE scored at or above both the Charlotte-Mecklenburg district and the state of North Carolina in the area of teacher leadership. WSE administration operates under the conviction that teachers are committed and able to do the job they were hired to do. They are accepted as teaching professionals and this philosophy is indicative of the scores attained on the TWCS. However, the school does not always function under a distributive leadership model. WSE has a core group of teachers who are utilized over and over again as resources and school leaders. Teachers at times feel excluded from important school decisions. WSE needs to improve in this area by establishing a consistent, school-wide communication/feedback policy and procedure and encourage more teachers to participate in school decision processes in order to develop their leadership skills.

***School Leadership***

WSE scored above the district and state averages in all areas of school leadership, with the exception of effective leadership of the school improvement team. At WSE, the school improvement team is selected by administration, rather than a whole-school process. The SIT works together for several sessions to create the required school improvement plan and submits it to the district. However, rather than being an integral part of the school and responsible for leading and monitoring school progress toward SIP goals, the team disbands once the SIP document is completed. Based on this feedback in the TWCS, WSE needs to more appropriately utilize the skills and talents of the SIT and set expectations that the SIT will be meeting regularly to ascertain whether the school is progressing in its goals. In addition, the team needs to increase communication to the entire school community regarding school progress.

***Managing Student Conduct***

WSE scored well above both the Charlotte-Mecklenburg district and the state of North Carolina in managing student conduct. One of WSE's magnet themes is leadership. Students, families, and faculty are expected to hold high expectations for themselves and each other. Students dress in uniforms and 4th and 5th grade students have the opportunity to become a Leadership Student and be involved in school-wide projects such as recycling monitors, news crew, Pre-K class helpers, bus monitors, etc. Students and staff take this responsibility very seriously and it is consistently monitored and supported by WSE administration. In addition, this area of the school is held in high regard by families and the outside community.

***Community Support & Involvement***

While WSE scored above the Charlotte-Mecklenburg district and the state of North Carolina in the areas of community support and involvement, the data indicates a relatively high Disagree/Strongly Disagree score in parental influence. The score reflects the difficulty the school experiences in parental access due to WSE’s designation as a district-wide magnet. Due to the school’s location, many struggle with transportation are not able to participate in most school events. WSE will transition to both a neighborhood and Title I school in the 2011-2012 school year and parental involvement will become even more important as the school strives to meet the goals it sets for itself.

***Facilities & Resources***

WSE scored above the Charlotte-Mecklenburg district and the state of North Carolina in all areas of facilities and resources. Two areas, access to office equipment/supplies and reliability/speed of internet connections are somewhat more challenging than the others. WSE has not been consistent in repairing office equipment such as laminators in a timely manner. In addition, copy budgets have forced the school to limit teacher access to copy machines much more than in previous years. The school's internet connection is reliable, but slow, especially when teachers are utilizing laptops and LCD projectors during instructional time.

***Time***

WSE scored above both the Charlotte-Mecklenburg district and the state of North Carolina in all areas of time with one exception: the school's ability to provide sufficient instructional time to meet the needs of all students. Both the district and state average was 53% agree, while WSE scored 51%. While this disparity is slight and points to the difficulties in planning instructional schedules, WSE needs to address issues of time structure in order to more adequately provide teachers un-interrupted “chunks” of instructional time.

***Professional Development***

WSE scored at or above the district and state averages in all areas of professional development. The school has moved away from the traditional "sit and get" model of professional development and is utilizing in-house staff to create teams to provide professional development at the school level. However, as WSE continues to utilize this model, the school must make plans to differentiate professional development for the staff. Just as teachers are expected to meet the unique learning needs of their students, schools must have an awareness of and address the need for differing needs and knowledge levels when planning professional development.

***Instructional Practices & Support***

WSE scored at or above the district and state in all areas of instructional practices and support, with the exception of one: Assigned classes to maximize success, where the school was 3 points lower than the district and 8 points higher than the state. At WSE, class sizes are actually the same or lower than those in the district. While it is hard to determine all the factors affecting this rating, there are two specific school practices that could have had an impact. First, school administration is a firm believer in using multi-age classes, especially K/1 combinations. There has been some dissention between K and K/1 staff as the kindergarten teachers feel they are assigned lower performing students than those in the K/1 group. In addition, while class lists were created prior to the end of school by the Dean of Students with grade level team input, many changes were made over the summer that resulted in some classes with high levels of academic and/or behavioral issues. Administrative oversight will be necessary to create more heterogeneous classrooms and ensure classes are entered into the NCWise system as designed.

***Overall***

WSE's 86% agree/strongly agree rating as the school being a good place to work is 6 points higher than the Charlotte-Mecklenburg district average and 1 point higher than the state of North Carolina average. Based on these results, WSE does a good job in providing a working environment supportive and conductive to the work of teachers. However, as the data interpretation suggests, there are areas for improvement to be addressed. Overall, the TWCS provides schools with valuable information to support the needs of staff. In turn, such professional support provides teachers the means to positively impact student success.